

1992

National Ed.D. Program for Educational Leaders 1992-1993 Catalog

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NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS

1992-1993 Catalog

ABRAHAM S. FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

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"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720."

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NATIONAL Ed.D. PROGRAM FOR EDUCATIONAL LEADERS

1992-1993 Catalog

Policies and programs set forth in this catalog are effective through June 30, 1993. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program/center catalogs, bulletins, and handbooks must carry this information.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

Nova University is a member of the American Association of Colleges for Teacher Education.

President's Message

Nova University has distinguished itself as an innovative, student-oriented private institution. The University's growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center's Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova's adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.



*Stephen Feldman, Ph.D.
President
Nova University*

The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind.

Nova University's centers and programs share a common mission—to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

**Come to our campus offices or call
toll free for program information
8:30 A.M. - 5:00 P.M., Monday-Friday:**

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The Abraham S. Fischler Center for the Advancement of Education

The Abraham S. Fischler Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The Abraham S. Fischler Center for the Advancement of Education offers:

At the doctoral level—

- Ed.D. in Adult Education
- Ed.D. in Child and Youth Studies
- Ed.D. in Educational Leadership
- Ed.D. in Higher Education
- Ed.D. in Vocational, Technical,
Occupational Education

At the master's or educational
specialist level—

- M.S. in Child Care Administration
- M.S. in Child and Youth Care
Administration
- M.S. in Elder Care Administration
- M.S. in Family Support Studies
- M.S. in Speech-Language
Pathology
- The GEM Program, M.S. and
Ed.S. in 18 majors

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National Ed.D. Program for Educational Leaders

Purpose and Overview of the Program

The goal of the program is to improve the nation's schools. The means for achieving this goal is to improve the leadership skills of school administrators through an innovative doctoral program consisting of study, assessment, and action.

In designing a program to meet the needs of school administrators, Nova was guided by several overall considerations. First of all, it was Nova's intention to develop leadership skills that would be applied immediately to the solution of real problems in the schools. A major objective was to create a program for the exploration of new approaches to the improvement of elementary and secondary schools through a focus on real-life situations and school problems.

While the goals of the Nova program are similar to those of some more traditional programs, the methods developed to attain them are different. Traditional programs take their students out of the very school setting they seek to improve. That has been one of the underlying reasons for the irrelevance of most university programs to the urgent question of educational leadership. Nova decided not to go along with the usual practice of isolating students from real-life situations. Nova brings the resources of the campus to the student. This permits participants to formulate a pattern of study and pursue their degrees at a pace harmonious with their job responsibilities. It also brings national resources to the local community in a way no local program can.

The basic design of the program permits participants to work alone and with colleagues organized into local clusters. Outstanding scholars and practitioners drawn from universities and educational systems all over the country provide a national point of view through systematic interaction with participants, colleagues, and lecturers from other

areas and backgrounds. Annual summer meetings called Summer Institutes bring participants together for exchanges with one another, Nova staff, academicians from other disciplines, and leaders in the political world. There is no experience in graduate education equivalent to the Summer Institute.

School leadership requires a broad knowledge of social, political, and economic forces at work in the society. Too-narrow concentration on mechanical or logistical problems tends to perpetuate parochialism and failure of leadership. A program has therefore been fashioned that brings expertise and breadth of learning to participants. The behavioral sciences and related disciplines have been integrated and focused on the roles of administrators in the school system. Practicum projects focusing on actual problems within the sphere of influence of the individual participant are also an innovative and essential part of the program. The school systems in which Nova participants are administrators constitute a national laboratory in which practicum projects are explored, tested, implemented, and evaluated.

Leadership is a central focus of the program. To address this concept in a meaningful way, the program has invested heavily in the development of a procedure for evaluating the leadership attributes of participants. The Educational Leadership Appraisal (ELA) system has been especially developed by the Educational Research Corporation of Watertown, Massachusetts, to provide such an analytical tool. This appraisal system has proven to be without built-in bias toward any known dimension—age, sex, ethnicity, or culture. After some pilot tests with several clusters, it is now incorporated as a central element of the Appraising Leadership in Education study area. In addition to providing diagnostic information for individual participants, ELA holds promise for influencing leader behavior, adding to the base of information on educational leadership and formulating programs for school administrators.

Program Recognition

In 1981, the American Association of School Administrators introduced a competition open to all university programs seeking to prepare school administrators. Criteria for determining which program to identify as "outstanding" were (1) the degree to which the education of school children could be shown to be improved through the work of graduates of the program; (2) the degree to which the philosophy of the program was carried out through the actual goals and procedures of the program; (3) the demonstrated impact of the program in improving the performance of administrators in the field; and (4) the place of social science knowledge in shaping the learning experience of graduate students. Universities competing for

the award were evaluated by a panel of administrators and professors on the basis of a written report and documentation and also on the basis of a presentation at AASA's annual convention.

The National Ed.D. Program for Educational Leaders entered the competition in 1982 and was rewarded by being selected as recipient of the AASA Outstanding School Administrator Preparation Program Award for that year.

Participants and the Cluster Concept

Participants. Since 1972, the term "participant" has been used to refer to administrators admitted to the National Ed.D. Program for Educational Leaders. The term was chosen to demonstrate the program's aspirations; it has been continued because it reflects the spirit of cooperative learning characterizing the program and is descriptive of the relationship of "students" to the program. As is noted elsewhere, participants are typically in their 40s and have responsible positions in education. They expect, and are encouraged to expect, to participate fully in all dimensions of their graduate experience: educational, social and political, historical, and developmental.

Local Clusters. The local cluster is a key organizational and educational component of the program. Physically, a cluster is a cohort of about 25 administrators, living and working in proximity to one another, who enroll in the program at a given time. Educationally, the cluster is a cohort of administrators organized to share their professional expertise, to provide social support and encouragement, and to further relationships that will facilitate their efforts to improve schools long after they have graduated.

The local cluster meets formally with the national lecturer as scheduled and with the program staff and local resource people as arranged over the three years of the program. With the budget provided, the local cluster provides an identity in the area and a reference point for participants and others.

In selected locations, some clusters operate as continuing clusters. In these cases, 7 to 12 participants are admitted each autumn. This pattern enables a cohort of 7 to 12 people to complete the program each year, making room for the newly admitted participants.



Cluster Coordinators. Every cluster is under the direction of a coordinator who provides overall direction and, especially at the outset, forceful leadership to the cluster. The coordinator serves many roles: ombudsman for participants, liaison with the program staff and national lecturers, identifier of local resources, stimulator of cluster activities, and general executive secretary of the cluster.

Since leadership cannot be developed without the experience of responsibility through decision making, Nova regards participant control of cluster activities as an important goal. The coordinator serves as an expeditor and motivator of participants, but he or she continually attempts to shift the responsibility for expediting and organizing cluster activities to the participants.

Operating Clusters and Coordinators

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Study Areas



KIMBERLY STOWBRIDGE
Administrative Assistant

General Description

The need for school administrators to have a broad understanding of the complex problems faced by school and society was critical to the selection of the specific substantive study areas required by Nova's National Ed.D. Program for Educational Leaders. The eight required substantive study areas were also chosen in order to provide school administrators with sufficient information and conceptual resources to improve school systems and individual schools. Consequently, it is stressed that this element of the instructional program may not be appropriate for all persons seeking graduate preparation. Those, for example, who are interested in careers as basic researchers or specialists in educational technology will find that other graduate programs are more appropriate to their needs.

The eight substantive study areas deemed necessary to the professional development of school administrators are Appraising Leadership in Education, Curriculum Development, Education Policy Systems, Evaluation, Human Resource Development, Management and Supervision, Research for School Improvement, and School Finance and Budgeting. Each study area was conceived to present a perspective rooted in traditional disciplines and provide breadth and interdisciplinary understanding. Within the eight substantive areas, many related topics are explored. Among them are school law, teachers' and students' rights, statistics, research, criticisms of educational systems, and proposals for school reform. Each substantive area is considered from local, state, and national points of view, and each is sufficiently flexible to accommodate special objectives of individual participants. Clusters are also encouraged to respond to critical issues in their own localities and to bring local authorities into the discussion.

National lecturers with rich backgrounds of academic achievement and practical experience are responsible for providing formal instruction. Working in concert with the Director, the Senior National Lecturer in each study area designs his or her own program of study, selects and monitors the performances of associate lecturers, and evaluates participants. Each study area includes three months of formal instruction. Formal instruction is conducted in daylong, intensive seminars under the general direction of the Senior National Lecturer who conducts the first seminar in a given study area on a Saturday, after which his or her associates conduct subsequent seminars. A month of independent study and cluster and subcluster work precedes, and intervenes between, the appearances of lecturers at a cluster. Such activities often go on for a month after the appearance of the last lecturer in a study area.

Presentations are designed to offer a historical perspective and a critique of the theoretical literature as well as current developments in a field. While the lectures include such substantive information, the emphasis is on development of perspectives and insights that help both the participant and the cluster to proceed on their own. Exploration of value questions is vital to all discussions. The study areas impose no dogmas on participants, but lecturers are explicit about their own value positions. The lecturers require participants to think through, articulate, and defend their own value positions on crucial questions.

Participants are evaluated on the basis of examinations, projects, or papers and must pass in all eight study areas. If a participant does not succeed in satisfying lecturer requirements on the first attempt, an additional opportunity to earn a passing grade may be provided under direction of the Senior National Lecturer.

Policy on Grades. After evaluating submitted work, Senior National Lecturers will award a grade of Pass (P), Incomplete (I) or No Pass (NP). The grade of Pass (P) will be assigned to work that fully meets the expectations of the Senior National Lecturer. The grade of Incomplete (I) will be assigned to work that partially meets the expectations of the Senior National Lecturer. The grade of No Pass (NP) will be assigned to work that does not meet the expectations of the Senior National Lecturer.

Senior National Lecturers will assign grades no later than 30 days subsequent to examination dates.

Participants who partially meet the expectations of Senior National Lecturers must fully meet those expectations no later than six months after receiving a grade of Incomplete (I). Failure to do so will result in the grade of Incomplete (I) becoming a No Pass (NP).

The grade of Progress (PR) will be assigned by the Practicum Office to acceptable units of practicum work that culminate in a final practicum report.

APPRAISING LEADERSHIP IN EDUCATION

ALLAN B. ELLIS

Senior National Lecturer

General Description. While every facet of the National Ed.D. Program for Educational Leaders is concerned with educational leadership, the particular focus of this study area is on procedures for the observation and depiction of leadership behavior in terms of its principal dimension. The purposes here are to encourage among the participants the habit of monitoring their own leadership behavior and to assist them in the formulation of personal strategies for their continued development as leaders. To achieve these ends, this study area focuses on three areas: the systematic observation and categorization of leadership behavior, the application of this process by each participant to a detailed self-assessment, and the generation, by each participant, of an Agenda for Professional Growth.

Instructional Methods and Materials. The primary mechanism for accomplishing this highly personal self-examination by each participant of his or her own leadership proclivities is a system called Educational Leadership Appraisal (ELA). ELA is a system consisting of a set of leadership dimensions, a comprehensive collection of problems, exercises, situations, simulations, and the like, based on these dimensions, and a carefully established procedure for observing and rating leadership performance on these dimensions. Prior to meetings with the National Lecturers, each participant will perform various ELA exercises. Then, a major portion of each cluster session will be devoted to a detailed review and examination of each ELA exercise to the end that each participant will become proficient in relating specific behavior to specific leadership dimensions, thereby developing the skills necessary for performing a rich self-appraisal.

Discussions, readings, analyses, laboratory-like training sessions, and small group projects are the other activities in which the lecturers and the participants will engage.

Evaluation Process. The national lecturers of this study area will not evaluate or judge the leadership strengths and weaknesses of the participants. That is the responsibility of the participants themselves. Rather, evaluation will center on the participant's ability to observe and support judgments of the leadership behavior of others, the scope and detail of the self-appraisal, the quality of proposed strategies for personal development, and the depth of analysis of readings and transcriptions.

Associate Lecturers: Barbara Jeanne Burdsall, Charles Danowski, Robert C. Miles.

CURRICULUM DEVELOPMENT

LOUIS J. RUBIN

Senior National Lecturer

General Description. The study of curriculum is designed to familiarize participants with the various principles, generalizations, and issues related to instructional content. Emphasis is placed on alternative philosophies of educational purpose, differing teaching methodologies, and various approaches to organizing instruction. In addition to a general review of basic learning theory, the participant has an opportunity to develop a fundamental understanding of the relationship between societal and educational change, the processes by which educational change takes place, and the ways in which attitudes, beliefs, and values of teachers influence the curriculum. Peer coaching, cooperative learning, AIDS education, whole language acquisition, teacher empowerment, and other movements in the forefront of education are covered. Issues relating to the architecture of the reform itself are examined. As these issues are treated, considerable effort is made to relate theory to practice so that underlying ideas take on functional utility. Finally, the interactions of the curriculum and the schools' responsibility for socialization are analyzed. As cultural change becomes more pronounced and demographics alter longstanding societal patterns, traditional conceptions of good education may alter. As a consequence of these conditions, curricular decisions are invariably controversial. The essence of these controversies constitutes the heart of the student's study.

Instructional Methods and Materials.

Because of the importance of teachers' roles in interpreting curriculum, the study materials review the relationship between teacher in-service education and curriculum modification. Working with the study guide and representative texts and articles from the professional literature, the participant gains an exposure to the major issues underlying current curriculum revision. What are the relative advantages of peer-group teaching and paraprofessional aides? What are the major advantages and disadvantages of behavior modification techniques? To what extent should behavior objectives characterize curriculum planning? These and other questions are pondered in both a theoretical and pragmatic context. During the work sessions with National Lecturers, time is divided between formal presentations and teacher-participant interaction.

Evaluation Process. Evaluation tools include several informal devices and a final examination. In preparing for this examination, participants are encouraged to work with one another to take advantage of resources inherent in the cluster.

Associate Lecturers: Dale Brubaker, Ted Hipple, William Schubert.

EDUCATION POLICY SYSTEMS
LAURENCE IANNACONE
Senior National Lecturer

General Description. The political dimensions of the school administrator's job have always been important. At this time in our history, as education becomes more decentralized and struggling interest groups become more organized to compete for limited public funds, an understanding of the basic political processes becomes a crucial aspect of educational leadership. This study area analyzes the aspects of education as a political phenomenon. It seeks to give participants analytical skills necessary for effective functioning in various policy systems of the educational enterprise. This is based on the pedagogical assumption that education is a valued commodity in the society and that decisions regarding education are made through processes about which political scientists know a good deal. Participants are introduced to the literature of political science and encouraged to develop skill in borrowing concepts and analytic frameworks, especially as they apply to the role of the school administrator. Concepts such as political symbolism, access and influence, and American federalism are brought to bear on policy formulation and the implementation process in education. Educational policy systems at all levels of government are analyzed with special attention to micropolitical systems of education. Leadership roles within the general arena of education politics are also discussed.

Instructional Methods and Materials. National lecturers develop their presentations around phenomena characterizing specific education policy systems. Each system selected is designed to illustrate and clarify the application of basic concepts to the task of problem analysis and strategy development. Clusters are encouraged to bring representatives of various public policy systems into their discussions in panels, seminars, and dinners. Many clusters find the study area provides excellent opportunities for them to meet members of Congress, school board members, lobbyists, legislative staff members, and state legislators in off-the-record settings.

Evaluation Process. The standard evaluation of participants' competency is based on (1) a two-part examination requiring demonstration of substantive knowledge, and (2) preparation of a paper that requires participants to identify and describe a real problem, analyze the political systems involved, and create a sound intervention strategy based on the analysis. It is also possible for participants to contract for alternative evaluation projects of particular pertinence to them. These projects can be kept confidential if the participant so desires.

Associate Lecturers: Frank W. Lutz,
Frederick M. Wirt.

EVALUATION
JAMES IMPARA
Senior National Lecturer

General Description. Evaluation is (1) the quality control mechanism for the school administrator, and it also provides a way in which (2) accountability can be demonstrated and in which (3) cost-effectiveness and (4) efficiency can be increased. Because of these benefits and because of the number of evaluation reports that land on the educational administrator's desk and (5) need to be understood and applied where relevant, evaluation skill is a major component in administrative professionalism. Every significant decision made by a school administrator is based on evaluation, however informal; the question is only whether it is done well or poorly.

Evaluation is a discipline that is strongly rooted in common sense, but in the educational domain as in the product domain (where many of us have the Consumers Union do the work for us), it requires an extension of common sense to be really effective. This study area provides the necessary tools and terminology for extending common sense. There isn't a Consumers Union to do the evaluation on our own individual school sites, so we need to be able to teach these skills to others. Some evaluations we can do entirely using our own staff, others—like the National Assessment of Education Progress—are sophisticated technical exercises, and the educational administrator only needs to be able to make sense of them, not do them. For this reason, we focus on learning how to read statistical reports rather than on how to calculate correlation coefficients. One of the texts (originally written for Nova participants) takes the reader to a high level of *consumer* understanding of statistics without containing a single formula.

The main evaluation subareas of interest to the educational administrator are program evaluation—which covers almost any structural or incremental feature of a school, including curriculum evaluation and policy evaluation—and personnel evaluation. A third area, product evaluation, is easier, and there are some resources available about which we inform you. In the course of covering these areas, which take up the first half of the study area time and two of the seminars, we cover many topics that are useful in their own right, such as needs assessment and cost analysis. In the second half, we look at testing, educational measurement in general, and statistics. The evaluation of participants' answers to questions in the evaluation study area exam is treated in some detail, since it is helpful to participants as well as relevant to the evaluation of student work by teachers.

Instructional Methods and Materials. The governing principle is that what is covered must be useful in the ordinary working week of an educational administrator, not of merely

academic importance. Participants are strongly encouraged to ask for demonstrations of relevance to the real world at any point in the discussion that is encouraged at each session. The study guide provides detailed descriptions of study area procedures, including reading to be done before the first session and examples of exam questions, plus comments on the library books as well as the required texts and references. A substantial exercise is set at the first session, to be done before the second one, and discussed there (not for credit, but for practice in the main concepts). Both of the main texts were originally written for Nova participants and are revised in the light of feedback from them. They are supplemented by a small library of essential texts and references, including the relevant professional sets of standards for program and personnel evaluation, many of which will earn a place on the participant's professional reference shelf for the years to come.

Evaluation Process. The assessment is based on performance at a final examination, which covers understanding of basic concepts as well as application to practical examples.

Associate Lecturers: Richard M. Jaeger, Karen Kirkhart, Donna Sundre.

HUMAN RESOURCE DEVELOPMENT **CHARLES ACHILLES** Senior National Lecturer

General Description. The most vexing problem confronting those who seek to improve educators is one of information overload. School leaders often are inundated by advice from consultants, journals, and colleagues and swamped by district or state rules and regulations.

This study area suggests a strategy for dealing with this quandary. School leaders need, first, to have a conceptual understanding of human resource development as it can be applied in educational settings. The study area emphasizes the importance for work performance of changes in individual adult development, family situations, and work requirements. School leaders need, second, a set of proven but practical tools for improving educators, most particularly teachers. Lectures and readings stress methods of working with teachers to improve classroom performance. School leaders need, lastly, an understanding of the legal guidelines that affect working with teachers. Cases are highlighted that describe legal requirements for teacher improvement programs.

The understanding created in these three areas helps school leaders sort out advice from diverse sources and suggests how current district or state educational reforms may provide school leaders with occasions for improvement. Mandated changes such as

entry-year teacher committees, frequent and detailed teacher evaluations, and required inservice training become targets of opportunity for school leaders.

Instructional Methods and Materials. The study guide, readings, and presentations focus on understanding current views of human resource development, teacher improvement, and legal cases that bear on improving educational personnel. Participants are asked to read materials critically and to discuss these with National Lecturers as they pertain to their schools or school districts.

Evaluation Process. All participants are required to write a paper. The paper may use materials presented either to critique an existing human resource development plan in a school district or school or to create a human resource development plan for a school district or school. The paper should focus on the improvement of teachers.

Associate Lecturers: Sam Harben, Donna Kay LeCzel.

MANAGEMENT AND SUPERVISION **ULYSSES VAN SPIVA** Senior National Lecturer

General Description. This study area emphasizes development and analysis of administrative and supervisory skills and behavior. The terms "management" and "supervision" are used in preference to "administration" because they focus on the responsibility of school administrators to direct school resources to the improvement of children's education and because the National Lecturers focus on the role of the school leader within a societal context. They do not consider such questions as time management or cardinal administrative principles. They do discuss general concepts derived from organizational theory, personnel management, and decision theory within a framework of organizational leadership. They examine intrinsic rewards associated with teaching, group processes, interpersonal relations, understanding personalities, and current trends/issues in education administration.

Decision-making skills such as planning technology and information systems form one focus of the study area, which is developed in accordance with the special concerns of each cluster. Mobilizing resources and support is addressed, including such aspects as relationships with school boards, risk taking, change and resistance to change, and communication with a variety of publics. Administrative skills form a third focus of the study area. Delegation, personnel management, and staff development are discussed under this heading. The National Lecturers assist participants in

gaining a perspective on the functions of management and supervision, the variety of theoretical and pragmatic approaches, and possible future for supervisors and managers in education.

Instructional Methods and Materials. The National Lecturers have demonstrated that they can mobilize research and stimulate change in educational systems. They raise questions about alternative leadership roles available to participants by discussing large management and supervisory issues, such as decentralization, planning systems, citizens' counsels, change processes, and organization/administrative theory.

Evaluation Process. Participants are required to demonstrate the ability to analyze actual management and supervisory issues. One or more analytic papers will be required.

Associate Lecturers: Donald Thomas, William Wolf.

RESEARCH FOR SCHOOL IMPROVEMENT

EMIL J. HALLER

Senior National Lecturer

General Description. The relationships between the practice of educational administration and the practice of research on educational administration are the focus of this study area. In particular, we will be concerned with the common observation that research has little to do with practice. Is that true? If it is, why is that the case, and what—if anything—should be done about it?

Such questions will stand at the center of your work in this study area. Skillful administration entails an understanding of the institution of educational research; it requires an ability to recognize when existing research might help solve a practical problem; and it involves a talent for finding relevant studies and judging their worth. In short, sophisticated administration demands that you be an intelligent consumer of educational research.

Knowing how to intelligently use research is a skill that will be serviceable to you throughout your career as a practitioner. It can help you to create better schools, which, after all, is your job. More immediately, the skills that you develop in this study area have direct application to your practicum. In fact, our assignments were designed with that in mind.

Instructional Methods and Materials. During class sessions you will read certain landmark studies in educational administration—studies that have had a major impact on the ways that we think about practice. In addition, you will read selected current studies and learn to critically evaluate their worth and

applicability. Finally, you will read a textbook concerning the application of research to educational problems.

Evaluation Process. You will take a written, objective examination covering all of the readings and the three lectures. The examination will test your understanding of the concepts taught and your ability to apply those concepts. In addition, prior to each class session, you will need to complete a written assignment concerning the contents of that session. Finally, during the first class, you will take a brief quiz over the reading assigned for it.

Associate Lecturers: Paul Kleine, George Letchworth, James McNamara.

SCHOOL FINANCE AND BUDGETING

JAMES W. GUTHRIE

Senior National Lecturer

General Description. This study area covers traditional school finance concerns, such as sources of revenue for schools, taxation, policy, and school finance distribution programs. It also focuses upon the processes within school districts for allocating and accounting for revenues and expenditures. In addition, the introduction of new forces into the school finance arena demands an approach that goes beyond traditional concerns. Thus, the design of the study area enables school administrators to understand state and federal governmental arrangements from which local schools draw resources and the interaction between state regulations and judicial decisions.

An effort is made to acquaint administrators with contemporary school finance issues so they can communicate more effectively with the public and state and federal policy makers whom they would like to influence. Analytic tools and substantive information are drawn from economics, constitutional law, and accounting. An explanation of the historical role of states, localities, and the federal government in providing and distributing revenues for schools is an additional essential element.

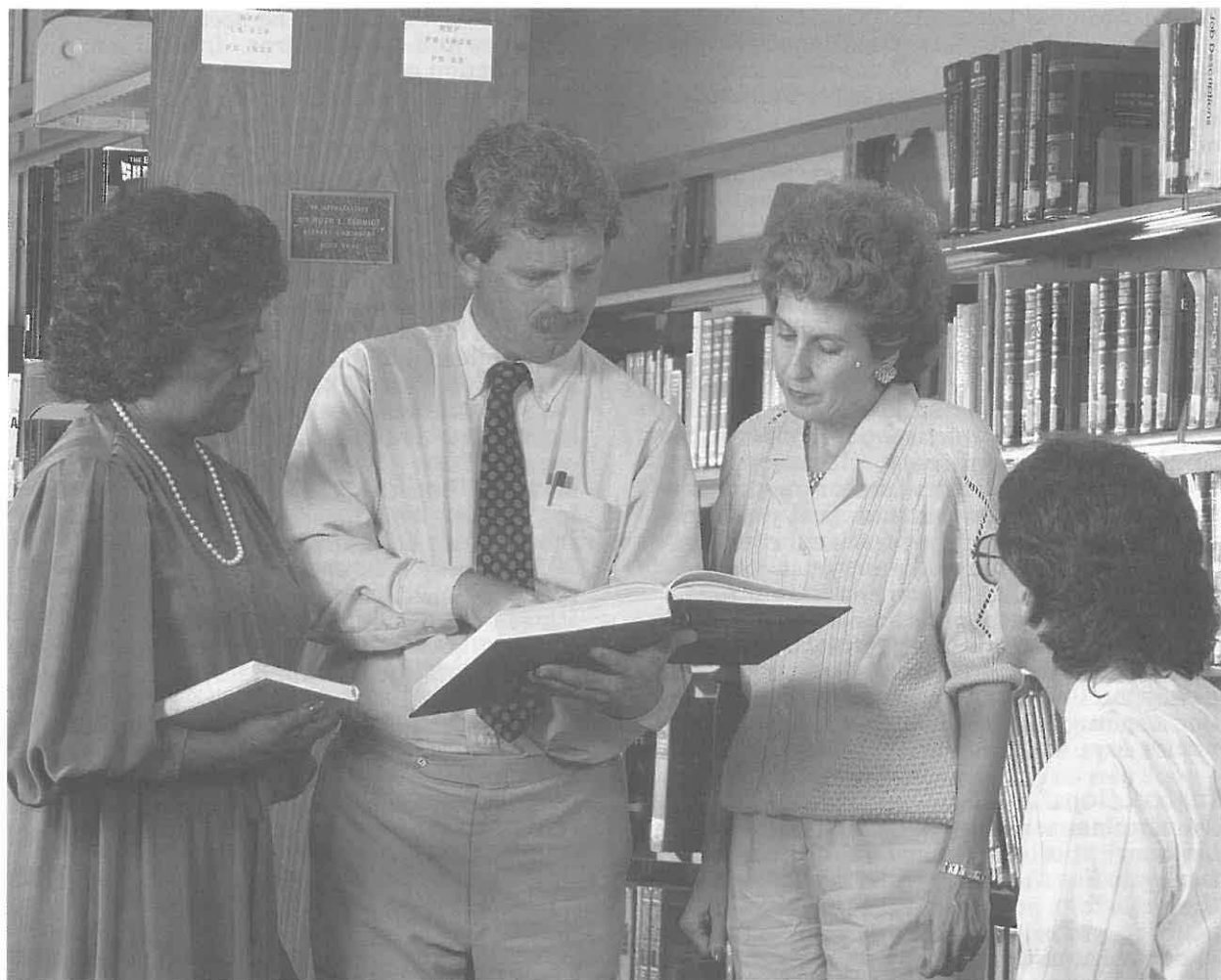
The study area analyzes, intensely, the school finance arrangements of particular states of special interest to participants. Discussions and readings are devoted to consideration of topics such as the relationship of school finance to overall public finance problems, equal protection suits in education, and the relationship between school finance and educational productivity. School finance reform proposals are also discussed. Among them are "full state assumption" and "district power equalizing."

Instructional Methods and Materials.

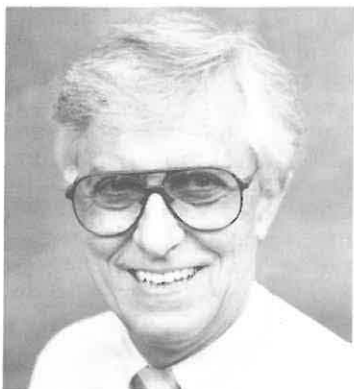
Textbooks on school finance and school business management are used. In addition, reports of national and regional commissions and studies of state finance systems are made available through the cluster library. Together, these materials form a background for the presentations of the three lecturers. The presentations of the lecturers are frequently augmented by a state or local consultant recruited by the cluster.

Evaluation Process. A competency examination given at the end of the three-month module constitutes the primary mode of evaluation. Participants are also required to demonstrate other ways of communicating with both lay public and finance experts about the effectiveness of present fiscal systems and trade-offs involved in various reform proposals.

Associate Lecturers: Marge Plecki, Richard Rossmiller.



Practicums



DAVID S. FLIGHT
Program Professor



JACK KAUFHOLD
Program Professor



JOAN M. MIGNEREY
Program Professor



RON NEWELL
Program Professor



SHARON SANTILLI
Program Professor



JULIE BANCROFT
Secretary



MOISETTE HORNBROOK
Secretary



JOHNNIE PERRY
Administrative Secretary

General Description

Parallel with the Study Areas, and extending through the three years of doctoral work, two problem-solving projects are required of all Ed. Leaders participants. Following a three-session, three-month seminar called Practicum Research (the first academic experience for

each new program group), and as an outgrowth of it, the Introductory Practicum is planned, implemented, and evaluated. The process learned and applied during the first year of program experience requires participants to identify real problems within their work settings, gather needs documentation to demonstrate the reality and magnitude of the

problems, devise strategies for resolution of the problems, implement the strategies, and assess the impact of the interventions in relation to originally projected objectives.

During the second and third program years, participants must pursue the same process steps in a more complex, 18-month school improvement undertaking called the Major Applied Research Project (MARP). Having demonstrated their mastery of the program problem-solving paradigm in the Introductory Practicum, participants are competent to tackle school- or system-wide problems under the guidance of a faculty advisor who chairs a three-member MARP Committee.

In planning and executing MARPs, participants work toward fulfillment of the goals they share with the program: to advance the standards of education by means of verified, documented changes in the school systems in which they work (classrooms, building units, or entire districts), and at the same time to ensure that, as graduates, they will have enlarged their repertoires of leadership competencies and management skills.

Kathleen Cooper Wright School Improvement Award

A prominent feature of practicum work is the awarding of the Kathleen Cooper Wright School Improvement Award. Conferred since 1980 in recognition of outstanding achievement during the previous year in serving the educational needs of children and the professional needs of staff members by means of a practicum project, this honor has been bestowed since July 1986 in remembrance of former Practicum Advisor Dr. Kathleen Cooper Wright.

Practicum faculty members make an initial selection of the three or more practicums that most effectively reflect the goals of the program's practicum component. Criteria for this selection include power of the practicum design, quality of reporting, and educational significance of the work.

Designation of the award winner from among the finalists is made by a panel of noteworthy persons with no direct responsibilities for program operations. These judges are chosen each year to provide a national perspective and professional viewpoints that will assure the validity of the award decision.

The Summer Institute

The final element in the instructional program, the Summer Institute, is a way of providing a national perspective for participants—one of the major goals of the program.

Summer Institutes are held for seven days each summer and provide a national forum for the program. Daily meetings, discussions, and presentations provide opportunities for face-to-face sharing of experience, expertise, and views on matters of primary concern to school communities across the nation. Resource people are brought in, not just to lecture formally, but also to be available for individual discussions with participants. Participants meet with individuals and share ideas that are shaping education and society. Interaction of participants and achievement of a national perspective are fostered through the mechanism of national clusters—a regrouping of local cluster members into an array of working teams. A diversity of regional, cosmopolitan, and local views is thus brought to bear on issues and problems. National clusters foster collegial relationships among participants across the boundaries of their local clusters.

The themes and activities of the meeting change from year to year, but procedures for maximum participation have become a tradition. Participants contribute to the identification of relevant topics and selection of presenters. They meet and introduce the presenters, chair discussions, and organize and direct the activities of national clusters or task groups. The kind and level of interests experienced through this involvement enhance the evaluation functions of Summer Institutes and provide Nova staff with a compendium of participant views and attitudes.

Each Nova participant must attend two Summer Institutes during his or her involvement in the program. Attendance at all sessions and residence at the Summer Institute hotel are required. Participants are responsible for their own travel and living expenses. Summer Institutes are held in South Florida, Washington, D.C., and in the western states.

Instructional and Research Materials



ELIZABETH POLINER
Director, Information Retrieval Service

General Description

Since this is a field-based program, traditional campus-based library facilities must be supplemented by additional special resources. While students generally have ready access to local community, university, or school system libraries, additional resources have been developed specifically for the field-based students of the National Ed.D. Program for Educational Leaders. These resources include the following:

- **The Information Retrieval Service (IRS)** that houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers more than 335,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from the IRS free of charge. Since it began operation in September 1976, the IRS has distributed more than 110,000 documents on microfiche.

The IRS assists Nova University in its continuing efforts to improve the dissemination of educational documents. Within the ERIC microfiche collection, participants have access to more than 500 documents developed by Nova students that have been indexed and copied on microfiche by ERIC. Students may request microfiche copies of these documents at no fee. The IRS also houses a microfiche collection of students' practicums and major applied research projects from the Abraham S. Fischler Center for the Advancement of Education of Nova University. Upon request, students may purchase duplicate copies of these microfiches.

In addition to ERIC, the IRS has computer access to more than 400 databases, including many social and behavioral science databases, such as PsycINFO, Sociological Abstracts, Federal Register, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 260 million records. The IRS does computer searches of these files for program participants, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for practicums and other projects. The IRS also may obtain information from SpecialNet, a special education telecommunications system; Advocnet, a vocational education telecommunications system; and NEXIS, a system that allows access to newspapers, magazines, and wire services.

- **A library** of books and other materials relevant to each study area is supplied to each cluster.
- **The Thesaurus of ERIC Descriptors** is provided for each cluster.
- **A financial allotment** to each cluster can be used to purchase any kind of supplementary materials deemed necessary by the group.
- **The Study Guide** provides participants with information about the study area, objectives, materials, assignments, and evaluation procedures to be employed.

Admissions

Requirements for Enrollment

Participants with intellectual ability and a penchant for action and positive change are sought for the National Ed.D. Program for Educational Leaders. While admission standards are no less rigorous than those of traditional doctorate-granting institutions, they have been developed to carry out the special objectives of the Nova program. Accordingly, admission to the program requires a master's degree from a regionally accredited institution, current employment in an administrative position, administrative certification (when appropriate), and three letters of recommendation from persons knowledgeable about the candidate's administrative performance. The letters of recommendation are to be written on forms provided by the Program Office. An interview with a central staff member or cluster coordinator is also provided as part of the admissions procedures. For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, evidence of certification, and letters of recommendation. Applicants for clusters meeting in South Carolina are required to submit the results of the Graduate Record Examination (GRE). Applicants for clusters meeting in Georgia must submit the results of the GRE, submit a writing sample, and

meet with a faculty member for a preadmission interview. An application fee is also required for all applicants.

Applications are received and considered throughout the calendar year. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster is formed and merged into the schedule.

The formation of a cluster is determined by interest expressed within a limited geographical area. A minimum of 20 qualified admitted candidates is required to start a cluster.

Application materials and other information may be obtained from the National Ed.D. Program for Educational Leaders, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling (305) 475-7363 or toll free (800) 541-6682, Ext. 7363.

Certification

The Educational Leaders program is intended for "incumbent school administrators" and, consequently, requires that certification appropriate to one's present administrative position be achieved prior to admission. Because certification requirements for administrative positions vary greatly from state to state, the program does not guarantee that accomplishment of a doctorate from an accredited university will fully satisfy the certification requirements for any specific position.

Credits

Each study area carries three semester hours of credit. Each term of practicum work and each Summer Institute carries three hours of credit. Upon completion of the program, each graduate will have earned the following credits:

Study Areas (eight 3-credit-hour study areas)

EDL 8111	Curriculum Development
EDL 8121	Evaluation
EDL 8131	School Finance and Budgeting
EDL 8141	Management and Supervision
EDL 8151	Research for School Improvement
EDL 8171	Education Policy Systems
EDL 8181	Appraising Leadership in Education
EDL 8191	Human Resource Development

24 Credit Hours

3 credit hours
3 credit hours
3 credit hours
3 credit hours
3 credit hours
3 credit hours
3 credit hours
3 credit hours

Practicums (options for accruing practicum credit hours include the following)

EDL 8200	Practicum Research
EDL 8210	Practicum 1
EDL 8220	Major Applied Research Project (MARP)

36 Credit Hours

6-12 credit hours
6-12 credit hours
12-24 credit hours

Summer Institutes (two 3-credit-hour institutes)

EDL 8301	Summer Institute 1
EDL 8302	Summer Institute 2

6 Credit Hours

3 credit hours
3 credit hours

A total of 66 hours is required for graduation.

Scheduling

For a cluster beginning in the fall, the following is a typical schedule:

First Year					
	<u>Study Area</u>	<u>Credits</u>	<u>Practicum</u>	<u>Credits</u>	<u>Total Credits</u>
Fall	None	0	Practicum Research *	3	3
Winter	EDL 8181	3	Practicum Research *	3	6
Spring	EDL 8151	3	Practicum** or Practicum Research *	3	6
Summer	Summer Institute	3	Practicum** or Practicum Research *	3	6
					<u>21</u>

*Credits are awarded after the requirement for Practicum Research has been completed.

**Credits are awarded after the Practicum has been completed.

Second Year					
		<u>Credits</u>		<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	Practicum**	3	6
Winter	Study Area	3	Practicum**	3	6
Spring	Study Area	3	Practicum** or MARF# ***	3	6
Summer	Summer Institute	3	Practicum** or MARF#	3	6
					<u>24</u>

**Credits are awarded after the Practicum has been completed.

*** MARF—Major Applied Research Project

#Credits are awarded after the MARF has been completed.

Third Year					
		<u>Credits</u>		<u>Credits</u>	<u>Total Credits</u>
Fall	Study Area	3	MARF#	3	6
Winter	Study Area	3	MARF#	3	6
Spring	Study Area	3	MARF#	3	6
Summer	None	0	MARF#	3	3
					<u>21</u>

#Credits are awarded after the MARF has been completed.

Fourth Year (As Needed)

Fall, winter, spring, summer: three credits each term for the MARF.

Transfer of Credits. The credit transfer policy of the National Ed.D. Program for Educational Leaders is as follows:

A maximum of six semester hours of credit will be considered for transfer if the credit was earned within three calendar years of the request for transfer, the credit was post-master's work earned as a matriculated student in an accredited doctoral program, and the content of courses being transferred is equivalent in content to Nova University courses.

No credit for life experience or other forms of advanced standing will be considered.

Academic Requirements

Graduation Requirements and Grading System. To graduate, a participant must (1) satisfy the expectations of the Senior National Lecturer in each of the eight study areas; (2) satisfy the expectations of the practicum advisory staff in each of the required practicums (or their equivalents) and be given a passing grade for each practicum report; (3) attend and participate actively in two Summer Institutes; and (4) meet all financial obligations to the University.

A Pass/No Pass grading system is used in evaluation of participants' work in both practicums and study areas. Every study area and every practicum must receive a Pass grade in order for a participant to graduate.

Procedures. Each participant must earn a grade of Pass for each study area in order to graduate from the program.

If a participant receives a No Pass, he or she may be given the opportunity to take a make-up examination, which will be constructed by the Senior National Lecturer and scheduled and administered by the Cluster Coordinator. Ordinarily, the first opportunity to schedule the make-up examination will be in three months, when clusters taking the study area in the subsequent term are scheduled to take their examination.

If a participant receives a No Pass on the make-up examination, he or she will be permitted to enroll in the study area for a second time. Retaking the failed study area will entail making arrangements with the Program Office and the Cluster Coordinator at the new site, assuming all travel costs, and paying additional tuition during the term in which the study area is repeated. The additional tuition will equal one-fourth of the regular tuition charged for the term in which the study area is repeated.

If a participant receives a No Pass on the examination after retaking the study area, no

make-up examination will be available. Receipt of a No Pass after retaking the study area will result in termination from the program.

If retaking a study area, the participant must finish it within one calendar year of receipt of the No Pass. A participant may retake only two study areas. If a participant fails the examination for a third study area, termination from the program will ensue.

This procedure supersedes the Alternative Evaluation Procedure (AEP) that was in effect until July 1, 1991. Participants who started the program before that date may use either the AEP or the retake options. Participants who started the program after July 1, 1991, may not use the AEP option.

Time Requirements and Program Time Limits. The program is designed to require three calendar years beyond the master's degree. Many students require some time in a fourth year to complete their work.

All participants must complete the program within a maximum of four calendar years from the cluster start date. In some circumstances, participants may successfully appeal for a six-month extension following termination at the conclusion of the fourth year. Four years and six months is the maximum time available to complete the program and earn the Ed.D. degree.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter of discretion of each academic program.

Rationale for Program Time Limits.

Applicants to this program are required to be in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability sufficient to deal with current conditions. No substitute measures currently available can estimate the potential of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out real-life projects for school and school system improvement.

This admission requirement obviously means that persons in the program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the school. In fact, the average age of Nova candidates at the time of admission for this degree is 42.

If the program were to operate in the same manner as other programs, candidates would spend an average of seven years in attaining the degree, and the average age on completion would approximate 50. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the program is designed to be completed by most administrators in three years. A fourth year is provided to make possible degree completion for those who

have had personal or program problems during the first three years.

The central difference between this program and traditional programs is its focus. Here, the candidates are required to improve themselves on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. The tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing efforts contracted for within the time available. The four-year deadline motivates candidates to achieve that goal. Graduates testify that one of the greatest benefits of the program is that they have learned from the absolute need to manage time effectively and that they have derived satisfaction from having performed tasks well and on schedule both on their jobs and in the program.

Attendance

Attendance is required at all lectures. Participants are required to attend each of the three lectures for the eight study areas, the three lectures in Practicum Research, and meetings for examinations on dates that will be established during the academic year. Absence from lectures can lead to termination from the program.

In the rare instance that an absence cannot be avoided, an equal and appropriate make-up experience/assignment will be required. Most often, this assignment will be to attend the missed lecture at another site. If alternate site attendance is not possible, a make-up assignment will be provided by the Lecturer in cooperation with the Cluster Coordinator.

Participants should notify the Cluster Coordinator immediately if an absence is anticipated.

Tuition and Fees

Tuition. Tuition is \$6,000 per year (1992-93) for the first three years of the program, payable quarterly with each registration, plus a \$15 registration fee. Tuition beyond the third year is currently \$800 per term. The full tuition for all 66 credit hours is divided into three yearly tuition amounts. Therefore, three full years of tuition must be paid. If a participant completes the program in fewer than three years, the full three years of tuition is still required. Tuition rates are subject to change.

Costs Other Than Tuition. Attendance at two Summer Institutes is required for graduation. Participants must pay their own transportation and living expenses associated with

attendance at the Summer Institute.

In addition, participants should expect to purchase required textbooks and sufficient books and learning resources to assure that, when they complete the program, they possess a good professional library.

Refunds. Tuition for the term is due and payable at the time of registration. Participants who inform the Program Office, in writing, of their intent to withdraw will be entitled to a refund based on a partial payment schedule: withdrawal after the first session but prior to the second, 50 percent refund; withdrawal after the second session but prior to the third session, 15 percent refund.

If an application is rejected, the applicant will be refunded all monies except the application fee.

Fourth-Year Fees. Tuition beyond the third year of the program is \$800 per three-month term.

Transcript Fees. The first transcript after graduation is provided free of charge. Subsequent transcripts cost \$3 each, payable in advance. Requests for transcripts must be made in writing to the University Registrar.

Financial Aid

Student Financial Aid at Nova University. Nova University offers a comprehensive program of financial aid to assist students in meeting educational expenses. Financial aid is available to help cover direct educational costs such as tuition, fees, and books as well as indirect expenses such as food, clothing, and transportation. The primary responsibility for paying for education rests with the student and his or her family. Financial aid is available to "fill the gap" between the cost of education and the amount the family can be reasonably expected to contribute.

In order to qualify and remain eligible for financial aid, students must be accepted for admission into a degree-granting University program; be eligible for continued enrollment; be a U.S. citizen, national, or permanent resident; and be making satisfactory academic progress toward a stated educational objective in accordance with the University's policy on satisfactory progress for financial aid recipients.

Information regarding student loans, tuition payment plans, and general assistance are available from the Office of Student Financial Aid, (305) 475-7411.

Program Withdrawal and Reentry

Participants in this program occasionally encounter personal or professional situations that make it impossible for them to complete the program within the time permitted. When these circumstances do occur, a humane response is called for, one that does not weaken the quality control or performance expectation of the program.

Participants may request withdrawal from the program. Upon withdrawal, program services are no longer available until reentry is approved. Reentry provisions are designed to accommodate participants unable to handle the program demands at a given point in time. Reentry is not granted to participants who are simply unable to perform the requirements of the program. The decision of the Executive Committee regarding reentry petitions is final and may not be appealed. Requests must be made in writing and should be addressed to the Office of the Director.

Monitoring Program Progress

Failure to complete requirements in a satisfactory and timely fashion results in termination from the program. There are four periods in which participants' work is reviewed and a formal decision made about their continuing in the program.

The first review occurs at the conclusion of 12 months. At this point, all work required for Practicum Research must be completed. Persons who have not successfully completed Practicum Research at the end of 12 months are subject to termination.

Second, after 24 months in the program, each participant's work is reviewed. If the quality and quantity of work produced leads to the conclusion that the participant is unlikely to be able to complete the program, he or she will be terminated. Participants terminated at the end of 24 months may appeal for reinstatement (please see discussion of appeals below.)

The third point at which participant performance is formally reviewed and a judgment made about continuation or termination is at the 32nd month in the program. At this point, participants are expected to be on schedule with study areas, to have completed practicum research and the practicum, to have attended at least one Summer Institute, and to have secured approval on the proposal for the Major Applied Research Project.

At the conclusion of the fourth calendar year in the program, a fourth review is conducted. Participants so deficient in meeting program requirements that they may not be reasonably expected to succeed within six months are

terminated. They may appeal, as discussed below.

Because each of the eight study areas must be passed, a participant attempting and failing in an Alternative Evaluation Procedure, if this option was exercised, is automatically terminated.

Finally, the program reserves the right to terminate any participants, at any time, if it becomes obvious that they are not able to satisfy the intellectual requirements or if their academic behavior is reprehensible (e.g., cheating, plagiarism).

Appeals Process

Participants are entitled to appeal any evaluations received in the program; participants are entitled to appeal for reinstatement following termination.

The general form of the appeals process was originally suggested by program participants. It utilizes a panel of graduates, called the Appeals Panel. The panel meets at regularly scheduled intervals and, when necessary, interim meetings are scheduled. The appeals process must be initiated within six months of the date of the decision being appealed.

All pertinent materials, including correspondence of the applicant setting forth his or her case, are made available to the Appeals Panel, which may seek further information from the participant or staff. Each member of the panel submits an independent report to the Director after examining all the evidence; the Director's decision is based on these independent reports.

The University regards the appeals process as the first step in its administrative procedures for resolving academic issues. If a participant wishes to appeal the decision resulting from the appeals process described above, he or she may do so by following procedures described in the document, "Procedures on Student Rights and Grievances," available from the Director of Student Affairs in the Abraham S. Fischler Center for the Advancement of Education.

Alumni Association

Nova University has an active Alumni Association that is a division of the Office of University Relations and Development. The association is organized on three levels—local, state, and national—that work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and that maintain communications between graduates and the University. A credentials file service is also offered. Additional information can be obtained from the Office of Alumni Relations.

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In Remembrance

The National Ed.D. Program for Educational Leaders has lost the services of some key people through their deaths. Fourteen persons who provided leadership to the program and contributed to the intellectual growth of many participants warrant continuing recognition.

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National Advisory Board

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DR. KATHLEEN WRIGHT
Practicum Faculty

National Ed.D. Program for Educational Leaders Advisory Board

The Advisory Board of the National Ed.D. Program for Educational Leaders has a unique and important responsibility: to help assure that the program continues to provide quality graduate education centered on the needs of contemporary school administrators.

The board provides advice about curriculum, policies and procedures, program development, and representation of the program to the educational community. The board generally meets twice each year, once in conjunction with AASA and again at the time of the Summer Institute.



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FRANKLIN SMITH
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District of Columbia
Public Schools
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ROBERT "BUD" SPILLANE
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Fairfax County Schools
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Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography.

The LAW LIBRARY is in the Leo Goodwin, Sr., Hall. The library collection, now more than 235,000 volumes and volume equivalents, contains the standard materials required for legal study and research. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for United Nations documents.

Students enrolled at off-campus sites may arrange to have the University's library holdings available by overnight mail. In addition, references pertaining to current courses are held on reserve at the site.

STUDENT IDENTIFICATION: students must have a student I.D. card for library use.

Off-Campus Library Services

Off-Campus Library Services is a department of Nova University Libraries that provides off-campus students with most of the library services available on campus. Students may order books, request articles, search catalogs and indexes, and talk directly with a reference librarian. To contact OCLS by phone, call (800) 541-6682, Ext. 7050 or 7508.

Center for Media and Technology

Consisting of a TV studio equipped to video a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

Computing Facilities

The University's Computing Facility provides data processing services for meeting the instructional, research, and administrative needs of the University. The central site is located on campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

Policies Governing Student Relations

General

Nova University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

Institutional and Academic Information

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of religion, sex, handicap, color, or national or ethnic origin. The University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

STUDENT RIGHTS AND RESPONSIBILITIES

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;

- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others; and
- j. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Student Code of Computer Ethics

Nova University provides computer systems with access to hardware, software, and networks to enhance academic experience. The University's computer systems are vital to the University's programs of instruction, research, and administration. Nova University's computer systems

refer to all computers owned or operated by the University and include hardware, software, data, and communication networks associated with these systems. In particular, computer systems refer to systems ranging from multiuser time-sharing systems to single-user terminals and personal computers, whether free standing or connected to a network.

Ethical conduct by students in the use of this technology is the same as in all other areas of University life and it is of equal importance. All students are expected to abide by the Nova University Code of Student Conduct and Academic Responsibility. Students, as part of their academic preparation toward specific professional career goals, must be aware of and abide by the professional code of ethics associated with that chosen profession. Therefore, student technology users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University's computing systems and resources, including respect of other users' rights to privacy.

The student user must be aware of the legal and moral responsibility for ethical conduct in the use of technology. Student users of Nova University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida State Statutes may be examined online or in a student's academic program office.

In addition, a student accessing any of Nova University's computer systems, whether a multiuser time-sharing system or a single-user terminal or personal computer, must:

- Have proper authorization for use or attempted use of accounts within the Nova University computer systems
- Limit the use of Nova University computer systems to academic activities as defined by the student's academic program office
- Refrain from attempting to tamper with or obstruct the operation of Nova University's computer systems
- Be aware that accessing or using another person's computer account without that person's permission is illegal and unethical
- Refrain from any attempt to use Nova University's computer systems as a means for the unauthorized access to computer systems outside the University's systems
- Be aware that the use of invasive software, such as worms and viruses destructive to hardware, software, or data files, is illegal and unethical
- Be aware that using Nova University's computer systems to act or behave in a rude, obscene, or harassing manner will be dealt with by appropriate University policy, procedures, and agents
- Use only legally obtained or licensed data or software in accordance with its license or purchase agreement

- Be in compliance with federal copyright laws and the Nova University Copyright Code.

As with all matters of law and ethics, ignorance of the rules does not excuse violations. Inappropriate conduct and violations will be dealt with under the guidelines of the Nova University Code of Student Conduct and Academic Responsibility as defined and determined by the Office of the Academic Vice-President and the Office of the Dean of a student's academic program.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see the following "Controlled Substances—Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

On Campus:

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health
Davie 475-7070
Lauderhill 486-3663
Coral Springs 753-7020

Community:

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

When you use or deal in drugs, you also risk incarceration and/or fines. The following federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level

of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

Federal Trafficking Penalties

PENALTY			Quantity	DRUG	Quantity	PENALTY	
CSA	2nd Offense	1st Offense				1st Offense	2nd Offense
			10-99 gm or 100-999 gm mixture	METHAMPHETAMINE	100 gm or more or 1 kg ¹ or more mixture		
			100-999 gm mixture	HEROIN	1 kg or more mixture		
			500-4,999 gm mixture	COCAINE	5 kg or more mixture		
I	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.	5-49 gm mixture	COCAINE BASE	50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
and							
II	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.	10-99 gm or 100-999 gm mixture	PCP	100 gm or more or 1 kg or more mixture		
			1-10 gm mixture	LSD	10 gm or more mixture		
			40-399 gm mixture	FENTANYL	400 gm or more mixture		
			10-99 gm mixture	FENTANYL ANALOGUE	100 gm or more mixture		

Drug	Quantity	First Offense	Second Offense
Others ²	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.

¹ Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

² Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	Marijuana Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	Marijuana Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish	Fine \$1 million individual, \$5 million other than individual.	
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana		
Less than 50 kg	Marijuana	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Controlled Substances – Uses & Effects

DRUGS' CSA SCHEDULES		TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLERANCE	DURATION (Hours)	USUAL METHODS OF ADMINISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME	SC
				Physical	Psychological							
NARCOTICS												
Opium	II III V	Dover's Powder, Paregoric Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating	
Morphine	II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected				
Codeine	II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected				
Heroin	I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked				
Hydromorphone	II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected				
Meperidine (Pethidine)	II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected				
Methadone	II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected				
Other Narcotics	I II III IV V	Nutmorphin, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin ²	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected				
DEPRESSANTS												
Chloral Hydrate	IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death	
Barbiturates	II III IV	Amytal, Nembutal, Fiorinal, Lotunate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral				
Benzodiazepines	IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral				
Methaqualone	I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral				
Glutethimide	III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral				
Other Depressants	III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral				
STIMULANTS												
Cocaine ¹	II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation	
Amphetamines	II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected				
Phenmetrazine	II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected				
Methylphenidate	II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected				
Other Stimulants	III IV	Adipex, Cyferl, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected				
HALLUCINOGENS												
LSD	I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported	
Mescaline and Peyote	I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral				
Amphetamine Variants	I	2,5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected				
Phencyclidine	II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected				
Phencyclidine Analogues	I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected				
Other Hallucinogens	I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed				
CANNABIS												
Marijuana	I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported	
Tetrahydrocannabinol	I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral				
Hashish	I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral				
Hashish Oil	I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral				

¹ Designated a narcotic under the CSA

² Not designated a narcotic under the CSA

Smoking and Nonsmoking

Smoking is prohibited in any Nova University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community—students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.

4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The

committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.

3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.
6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts and off-site coordinators, but shall not include the following persons:
 - a. Members of the Board of Trustees
 - b. Guest lecturers
 - c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources

will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her

assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.

7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.
 - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
 - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.
- A. At Nova University, sexual harassment of or by employees includes:
1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
 2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.

3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

- B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
2. Submission to or rejection of such conduct affects academic decisions; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
4. Unwelcome patting, pinching, or touching;

5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the Registrar. However, the Registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the Registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of

students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Abraham S. Fischler Center for the Advancement of Education.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 **must** be full-time, degree-seeking students and **must** attend the main campus in Fort Lauderdale, Florida. For further information, contact the International Student Advisor, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5695 or toll free (800) 541-6682, Ext. 5695.

Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685 or toll free (800) 541-6682, Ext. 5685.

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- Human Resource Management (D.B.A./H.R.M.)
- International Management (D.B.A./I.M.)

Doctor of Education (Ed.D.) in:

- Adult Education
- Child and Youth Studies
- Computer Education
- Educational Leadership
- Higher Education
- Vocational, Technical, Occupational Education

Doctor of International Business

Administration (D.I.B.A.) in:

- International Business Administration

Doctor of Science (Sc.D.) in:

- Computer Science
- Information Science
- Information Systems
- Training and Learning

Doctor of Philosophy (Ph.D.) in:

- Clinical Psychology
- Family Therapy
- Oceanography

Doctor of Psychology (Psy.D.) in:

- Clinical Psychology

Doctor of Public Administration

(D.P.A.) in:

- Public Administration

Juris Doctor (J.D.) in:

- Law

Specialist Degrees

Educational Specialist (Ed.S.) in:

- Computer Education
- Computer-Based Learning
- Education (18 majors)

Master's Degrees

Master of Accounting (M.Acc.) in:

- Accounting

Master of Business Administration

(M.B.A.) in:

- Business Administration
- Financial Services Management
- Real Estate Development and Management

Master of International Business

Administration (M.I.B.A.) in:

- International Business Administration

Master of Public Administration (M.P.A.) in:

- Public Administration
- Public Administration/Coastal Zone Management
- Public Administration/Environmental Resources Management

Master of Science (M.S.) in:

- Child and Youth Care Administration
- Child Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Computer Education
- Computer Information Systems
- Computer Science
- Education (18 majors)
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Gerontology
- Health Services Administration
- Human Resource Management
- Human Services
- Information Systems
- Information Technology and Resource Management
- Marine Biology
- Management of Quality and Technology
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology
- Training and Learning

Master of Arts (M.A.) in:

- Liberal Studies

Bachelor's Degrees

Bachelor of Science (B.S.) in:

- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Community Psychology
- Computer Engineering
- Computer Information Systems
- Computer Science
- Computer Systems
- Elementary Education
- Exceptional Education
- General Psychology
- General Studies
- Hospitality Management
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- Life Sciences (premedical)
- Ocean Studies
- Professional Management
- Secondary Education

Bachelor of Arts (B.A.) in:

- Liberal Arts

The provisions set forth in this document are not to be regarded as an irrevocable contract between the student and Nova University. Regulations and requirements, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon discovery of the fraud, and the student is not entitled to any credit for work that he or she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition or fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

Any Nova University student has the right to inspect and review his or her educational record. The policy of the University is *not* to disclose personally identifiable information contained in a student's educational record without prior written consent from the student, except to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his or her educational record that he or she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University registrar and director of human resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

The school is authorized under federal law to enroll nonimmigrant alien students.

The Nova University general policies on student relations are on file in the Office of the University Registrar.

Nova University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685.



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